

Welcome

MontCAS

Montana Comprehensive Assessment System

Smarter Accommodations

<http://www.smarterbalanced.org/>

Getting It Right: MontCAS Assessment/Data Conference
January 2015



Objectives

- Focus on:
 - The Usability, Accessibility and Accommodations Guidelines document
 - Available Tools and Resources
 - Documenting Accommodations

Accessibility and Accommodations Framework

Smarter goal is to provide every student with a positive assessment experience

- Fair and accurate estimate of each student's achievement
- Remove obstacles to accurate measurement for
 - Students who are English Language Learners ELLs
 - Students with Disabilities
 - Students with special assessment needs

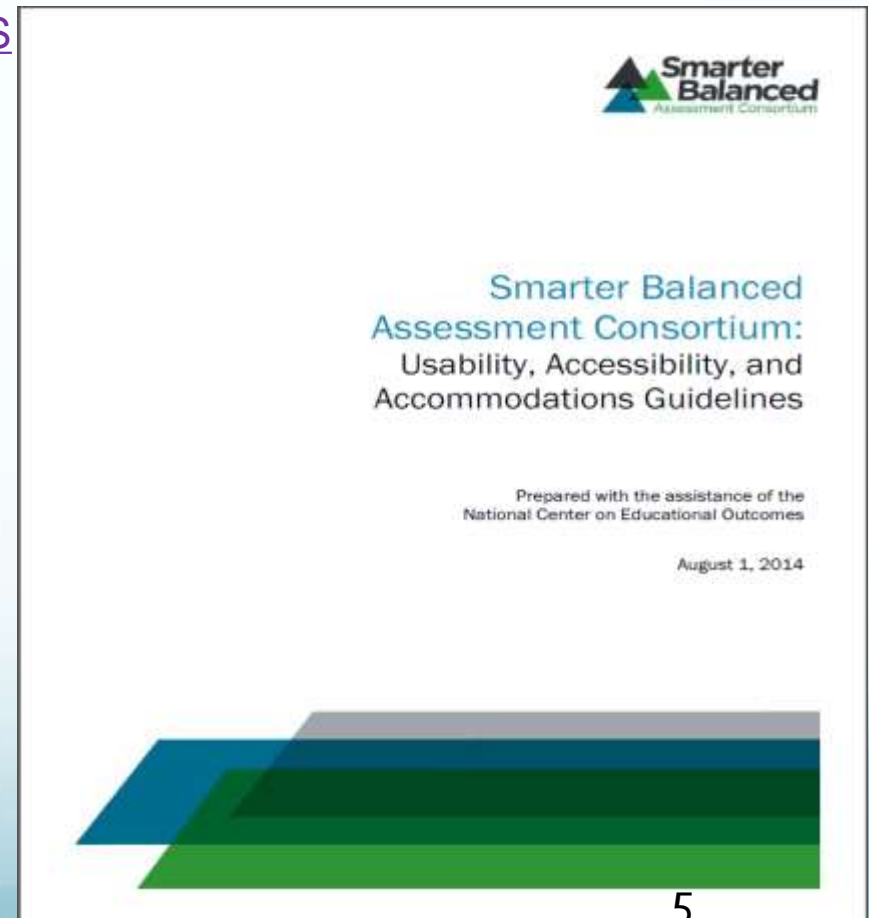
Smarter Assessment Accommodations

- **Usability, Accessibility and Accommodations Guidelines** were approved and adopted 9/11/2013. They were updated on August 1, 2014.
- Accessibility for **ALL** students- ELL' s, Students with disabilities, ELL' s with disabilities, etc.
- All students held to the same high expectations for instruction in the CCSS.
- 3 types of Supports:

Universal Tools, Designated Supports, and Accommodations

Usability, Accessibility and Accommodations

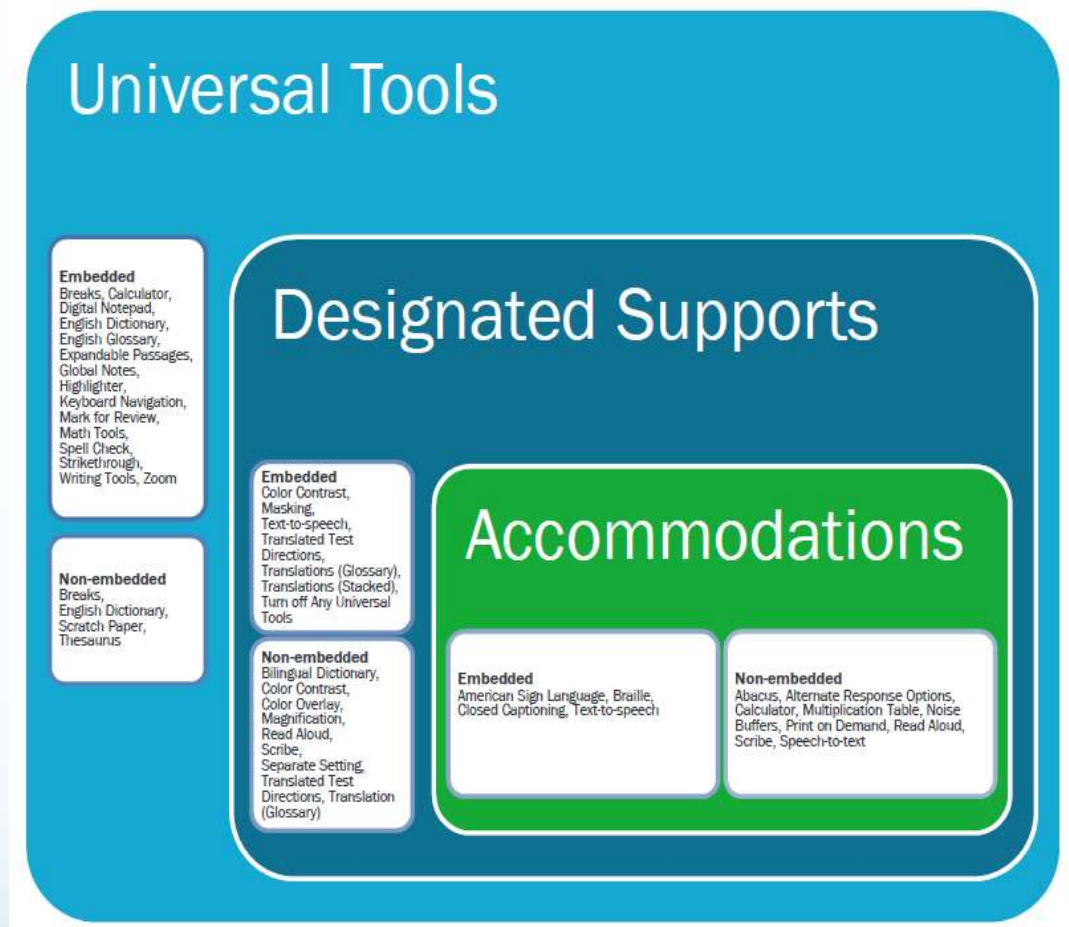
- Guidance document found at
 - http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_9
 - Updated August 1, 2014
- Guidelines apply to all students
- Three levels of support



Smarter Accommodations

Three levels of support
both embedded and non-embedded

- Level 1 – Universal Tools
 - For ALL students
- Level 2-Designated Supports
 - For SOME students
- Level 3 –Accommodations
 - For a FEW students



Considerations for embedded and non-embedded approaches

- Embedded versions of the universal tools, designated supports, and accommodations are **provided digitally** through the test delivery system while non-embedded versions are **provided at the local level** through means other than the test delivery system.
- The choice between embedded and non- embedded universal tools and designated supports should be **based on the individual student's needs**. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

Level 1 – Universal Tools

For ALL students

Level 1 – Universal Tools

- Provided for all students



Level 1 – Universal Tools

- Provided digitally or separately



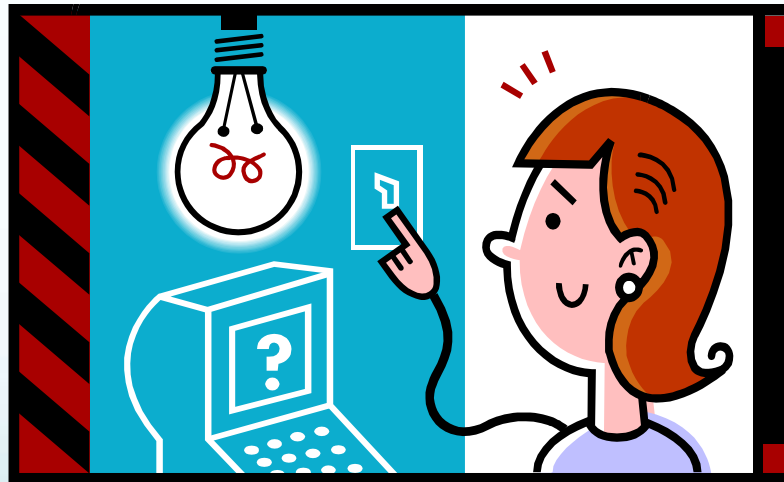
Level 1 – Universal Tools

- Based on student preference and selection



Level 1 – Universal Tools

- Can be turned off if tool is viewed as a distraction



Level 1 – Universal Tools

- Should be using these tools in other digital environments so students are familiar with them



Universal Tools

◆ Universal tools are available to **all students** based on student preference and selection

Embedded

Breaks, Calculator,
Digital Notepad,
English Dictionary,
English Glossary,
Expandable Passages,
Global Notes,
Highlighter,
Keyboard Navigation,
Mark for Review,
Math Tools,
Spell Check,
Strikethrough,
Writing Tools, Zoom

Non-embedded

Breaks,
English Dictionary,
Scratch Paper,
Thesaurus

A teacher may determine that the embedded tools need to be turned off within the assessment as they might cause distractions for particular students

Table 1: Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English Dictionary (for ELA-performance task full writes)	An English dictionary may be available for the full write portion of an ELA performance task, pending contractual discussions. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Descriptions for use within the Guidelines

General test tools

Available for
all
assessments:

- Highlight
- Zoom
- Mark for review
- Notepad
- Tutorial
- Strikethrough
- Instructions/help screen

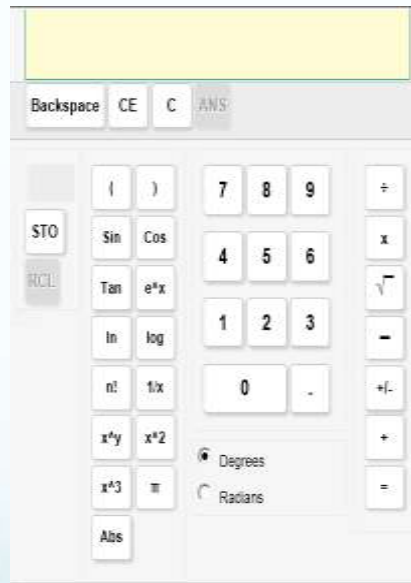
Calculators

Basic Calculator:



Basic Calculator

Scientific Calculator:



Scientific Calculator

Graphing, Regression,
and Scientific
Calculators:



Graphing,
Regression, &
Scientific

Level 2 – Designated Supports

For SOME students

Level 2 – Designated Support

- For any student for which a need has been indicated
 - by an educator or
 - a team of educators with parent/guardian and/or student
 - ISAAP (Individual Student Assessment Accessibility Profile) or a similar process



Level 2 – Designated Supports

- Currently being used for instruction and/or other assessment



Level 2 – Designated Supports

- Identified prior to the assessment



Level 2 – Designated Supports

- Activated prior to testing in ART (Assessment Registration Tool)



Designated Supports

◆ For use by **ANY** student for whom the need has been indicated by a teacher or school team



◆ Recommended consistent district training for staff

- Use of the *Individual Student Assessment Accessibility Profile (ISAAP)*

◆ Need to be identified prior to assessment administration

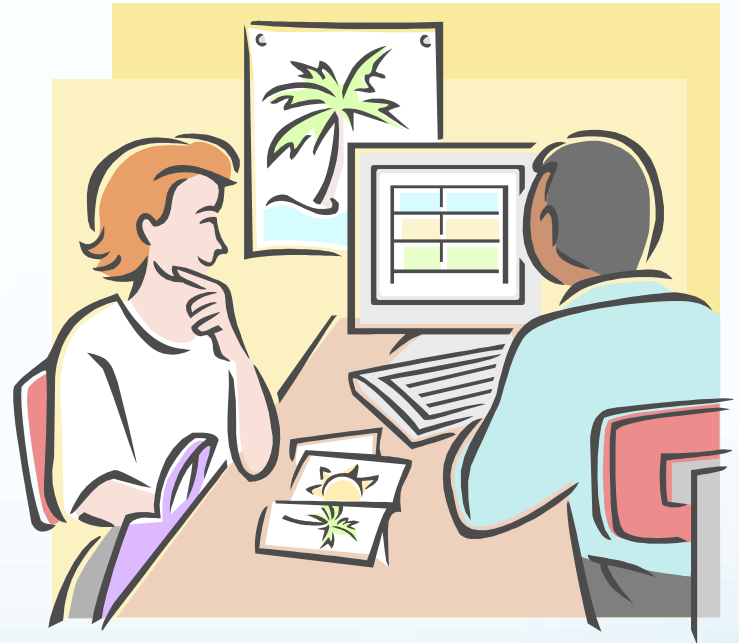
Level 3 –Accommodations

For FEW students

Level 3 –Accommodations

For FEW students

- Documented need for the support such as an IEP or a 504 plan
 - Decisions made by a team
 - Information must be entered in the TIDE so they can be activated



Level 3 –Accommodations

For FEW students

- Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer
 - May use the speech-to-text and/or
 - Scribe
 - If they have experience using these supports



Level 3 –Accommodations

For FEW students

Embedded Accommodations

- American Sign Language (for ELA listening items and math items)
- Braille
- Closed Captioning (for ELA listening items)
- Text-to-speech (for ELA reading passages grades 6-8, 11)

Level 3 – Accommodations

For FEW students

Non-embedded Accommodations

- Abacus
- Alternate response options
- Calculator (**Braille and Talking Calculator** for calculator items only)
- Multiplication Table (**grade 4 and above** for math items – single digit 1-9)
- **Noise Buffers**
- Print on demand
- Read aloud (for ELA passages grades 6-8, 11 who do not have Braille skills)
- Scribe
- Speech to text

Accommodations

- Changes in procedures or materials that increase equitable access for students with IEP's or 504 plans.

◆ There must be documentation within the IEP or the 504 plan with evidence that shows a need.

◆ Need to be identified prior to assessment administration

◆ Parent/Guardian Report must be created.

Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA-performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Both Designated Supports and Accommodations give teachers access to not only a Description but also Recommendations for Use

Notes:

- ✧ A universal tool for one content area might be an accommodation for another content focus.
- ✧ In addition, a designated support for one content area might be an accommodation for another content area.
- ✧ This supports access for all as long as the guidelines are followed correctly

Tools and Resources

Individual Student Assessment Accessibility Profile (ISAAP)

- **Universal tools will be available by default for all students**
 - Documentation required only if they need to be turned off
- **Students requiring one or more accessibility tools or accommodations or support will have this documented prior to test administration through the ISAAP**
 - Digital delivery system (ART) will activate the specified options when the student logs in to an assessment.
 - Provides information to the school regarding any special settings or conditions

ISAAP Process

- Provides a thoughtful, systematic approach to addressing student access needs for Smarter Balanced assessments
- Team approach-decisions determined by IEP or 504 team
- Overall goal is to provide students with a comfortable testing experience that allows them to demonstrate what they know and can do

ISAAP Tool

(Individual Student Assessment Accessibility Profile)

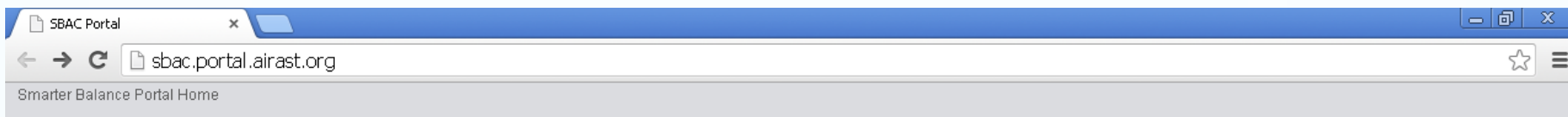
- Excel spreadsheet tool
- Used to help document team decisions on Designated supports and Accommodations required by IEP or 504 students
- Provides information to person designated to input information into ART

7 Step process to provide accessibility supports for students


- Select key staff members and define roles
- Provide training and information to staff, students and parents
- Identify students who will benefit from supports
- Select appropriate supports using a systematic process (ISAAP)
- Enter Designated Supports and Accommodations into ART

7 Step process to provide accessibility supports for students

- Perform a pre-administration check of assigned access supports
- Check for delivery of assigned Designated Supports and Accommodations at the time of the test.



Smarter Balanced Assessments




Field Tests


Use this site to access the Test Information Distribution Engine (TIDE), the Test Administrator Interface, the software download for the secure browser for student computers, and many other resources you can use to prepare for and administer the Smarter Balanced Field Tests.



[Download Secure Browser](#)



[Secure Pilot Test Archive](#)



Practice Test

The Practice Test is available to schools and districts for practice and training purposes, professional development activities, and for discussions with parents, policymakers, and other interested stakeholders.

<http://sbac.portal.airast.org>

Resources

Appendix H-Resources for Districts and Schools

- Considering Student Accessibility and Accommodations Needs (Resource 1)
- Do's and Don'ts when selecting designated supports and accommodations (Resource 2)
- Working together to Address Student Needs (Resource 3)
- Designated supports and accommodations from the students perspective (Resource 4)
- Parent input on designated supports and accommodations (Resource 5)

Appendix H-Resources for Districts and Schools (continued)

- Designated supports and accommodations journal for teachers (Resource 6)
- After-test questions (Resource 7)
- Planning for Designated Supports and Accommodations (Resource 8)
- Questions to guide evaluation at the school or district level (Resource 9)
- Glossary (Resource 10)

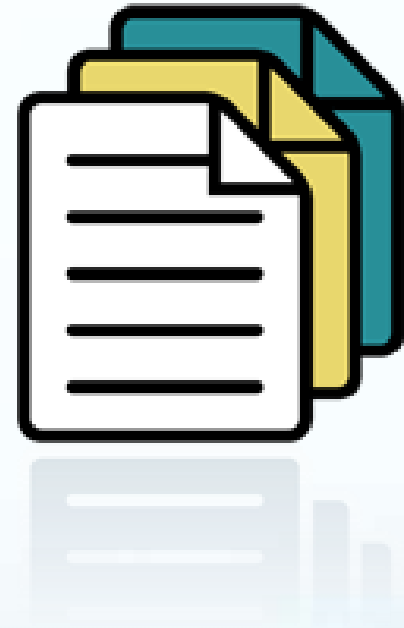
Documenting Accommodations



Documenting Accommodations

Accommodations must be clearly documented in the IEP or 504 plan

- Instructional accommodations
- Assessment accommodations



Documenting Accommodations

Three possible areas of the IEP

- **Consideration of Special Factors**
 - assistive technology devices and services
- **Supplementary Aids and Services**
 - aids, services, and other supports
- **Participation in Assessments**
 - how a student will participate in state and district-wide assessments

Non-Standard Accommodations

- **MontCAS Online Reports**

<https://apps.opi.mt.gov/MontCAS/frmLogin.aspx>

Assistive Technology Typology Document

The document was designed to serve a variety of purposes, including:

- To provide a categorized list of assistive technology products that are commonly used for instruction and computer-based assessment
- To provide descriptions of features found in these products
- To provide student characteristics and how they relate to product features

Assistive Technology Typology Document

- To provide considerations for embedding versus 3rd party tools
- To provide a structure for discussing the potential impact of specific product features on Construct Validity and Test Security/Integrity for the Smarter Balanced assessment
- This document is not intended to compare the quality or relative effectiveness of the products listed herein.

Embedded Supports and Accommodations

- The Smarter Balanced open source platform contains the same embedded supports and accommodations as the Field Test.
- The requirements presented are adequate for all embedded supports
- For American Sign Language videos, schools may want to schedule students during a window where there is less traffic on school internet
 - ASL videos are large, and can cause delays on server traffic in schools with low bandwidth issues

Text-to-Speech

- Voice technology must be available and functioning for students who require this accommodation.
- For Windows and Mac operating systems, default voice packs are generally pre-installed.
- Linux users may need to install an open-source text-to-speech package if one was not installed with the operating system.
- Detailed instructions can be found in the Technical Specifications Manual.

Volume control and Headphones

- Check volume prior to opening secure browser to ensure that volume is set properly
- Plug in headphones and check to make sure they are working and that volume is appropriate

Questions ?



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Measured Progress Help Desk

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 - Smarter
 - Science CRT and CRT-Alt

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